SYNOPSIS ON

A STUDY OF LIFE SATISFACTION AMONG TEACHERS WORKING UNDER SELF-FINANCED COLLEGES IN RELATION TO THEIR SPIRITUAL INTELLIGENCE AND JOB SATISFACTION

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1.Introduction:

Education is a multidimensional enterprise, and the improvement of somewhat country be contingent greatly taking place the superiority of its educational system as well as the performance of its institutions, including self-financed colleges. The effectiveness of these colleges largely rests on the competence of their teachers and the interaction of various internal and external factors influencing their functioning. The productivity and stability of self-financed colleges are determined to a great extent by their organizational climate and by the level of job satisfaction experienced by educators. A healthy institutional environment and satisfied teachers play a vital role in ensuring academic excellence. Teachers are considered the cornerstone of self-financed colleges, as their dedication and efficiency directly contribute to achieving the high standards increasingly demanded in higher education. Beyond imparting knowledge, teachers are entrusted with shaping the character and future of the younger generation. Their role is so significant that it is often compared to that of spiritual guides, as effective teaching can transform not only individuals but also the destiny of a nation. Teaching is therefore not merely a profession but a sacred responsibility. When teachers recognize the true importance of their role, the immense responsibility they carry, and the impact they have on national development, they are inspired to work with greater commitment. In turn, this enhances student achievement and contributes to societal progress. Among all human professions, teaching holds a unique position as it nurtures the growth of future citizens and strengthens the foundation of the nation.

No system of education can rise above the level of its teachers. As Swami Vivekananda emphasized, the most devoted teacher is one who can immediately understand the capacity of the student, ignite passion within their hearts, engage their senses and intellect, and remain dedicated throughout the process of learning. Educators hold a multifaceted role in society — they are not only teachers but also guides, friends, philosophers, managers, and effective communicators. Their constant pursuit of excellence allows them to identify and nurture intellectual talent around them. Competent teachers assist learners in discovering and realizing their inner potential, while also serving as role models in both thought and action [1].

As Dr. S. Radhakrishnan emphasized, *"*The position of an educator in society is of vital importance, as it is through their intellectual tradition and scientific wisdom that knowledge is carried forward from one generation to another, enabling education to remain a beacon that illuminates culture." This highlights the teacher's central role in preserving values while also advancing knowledge [2].

In the 21st century—frequently referred to as the knowledge era—education must emphasize critical thinking, creativity, collaboration, and adaptability, as advocated by UNESCO and the World Economic Forum, with teachers playing a central role in nurturing these competencies through innovative digital pedagogy [3]. Education remains an exceptionally powerful instrument for both societal progress and individual development; it enhances knowledge, health, equity, productivity, and living standards, and teachers serve as the key agents driving this transformation The teaching profession, therefore, is not confined to classroom instruction alone. It involves guiding learners in developing responsible beliefs, positive attitudes, and meaningful behaviors. In today's context, the role of educators includes fostering mutual respect, social harmony, conflict resolution, and peace of mind qualities essential for the all-inclusive growth of those and the well-being of humanity at large [4].

According to Dr. A. P. J. Abdul Kalam, "An excellent teacher has the ability to overcome the weaknesses of our educational system. Only a competent teacher can provide true and meaningful education, as the delivery of quality education is dependent on quality teachers. The success of students reflects the immense responsibility of teachers. A teacher must cultivate research and inquiry skills, creativity and innovation, the capacity to transfer knowledge effectively, the ability to use advanced technology, and moral leadership among students" [5].

Education is regarded as a blessing for humanity. It is the foundation of social progress, human development, and cultural advancement. By empowering individuals with knowledge, education enables them to fulfill their responsibilities towards themselves, their families, their communities, and society as a whole. It not only enriches life but also inspires and mentors' future generations. The contribution of teachers, therefore, carries great weight, as their effectiveness and dedication influence the success of educational institutions and the larger society [6].

NCFTE, (2010) envisions teachers as insightful consultants, accomplished of acclimatizing to new-fangled approaches and perspectives in the schooling organization. It underscores demanding working out and unremitting proficient progress for educators [7]. Similarly, (NEP, 2020) [8], highlights the reputation of fostering environments that reassure pupils toward think creatively, critically, logically, and innovatively. Education is often described as the realization of the divine purpose in human life. Its primary aim is to shape individuals intellectually, morally, and socially so that they can live independently and contribute productively to society. It instils confidence, values, skills, beliefs, and behaviors that prepare students to become responsible, constructive, and enlightened citizens.

Thus, education paves the way for both knowledge and empowerment. However, the success of the education system depends largely on committed and capable teachers. Nations must strive to create a supportive and enabling environment for educators so they can fulfil their responsibilities effectively. Dedicated teachers are the backbone of every educational institution, and they performance a decisive protagonist in influential the forthcoming of the nation [6].

2.Review of Related Literature

Madhesia A., & Gaur S. (2024) [9]. found that the prospective teachers of government aided and self- financed colleges do not show differences to each other on their spiritual intelligence while prospective teachers of art stream and science stream show differences to each other on their spiritual intelligence. The prospective teachers of art stream had more spiritual intelligence than that of science stream.

Amram, Y.J. (2022) [10] Spiritual intelligence (SI) can be described as an individual's ability to utilize spiritual values and qualities in ways that enhance everyday performance and overall well-being. Although Gardner did not classify SI as a form of intelligence, numerous theoretical approaches and empirical findings have highlighted its benefits in multiple domains of life. Evidence from neuroscience and genetic studies further strengthens the claim that SI functions as a valid dimension of human intelligence. The present discussion outlines major conceptual models of SI and examines research that demonstrates its flexibility and biological connections. Nevertheless, some inconsistent findings remain, calling for deeper inquiry into how different frameworks overlap and whether a universally applicable model of SI can be established.

Peng, Y., Wu, Guo, C. (2022) [11], A study conducted on 810 primary and secondary school teachers in China examined the interconnections between teacher autonomy, mental health, and job satisfaction. The results indicated that greater autonomy among teachers contributed positively to their job satisfaction, teaching effectiveness, and psychological well-being. Furthermore, both job satisfaction and teaching efficacy were identified as key factors in enhancing overall teacher well-being.

Kirkiç, Kamil Arif; Yahsi, Ömer (2021) [12] A study investigated the link between teachers' attitudes toward distance education and their life satisfaction during the period of remote teaching. The findings indicated that gender played a role in shaping teachers' views

on the challenges of distance education and its association with life satisfaction. In contrast, no gender-based differences were found in teachers' perceptions of the advantages of distance education.

Mbonea, T. J., Eric, A., Ounga, O., & Nyarusanda, C. (2021) [13] A study conducted in the Lushoto district of Tanzania identified the factors influencing job satisfaction among secondary school teachers. The research employed a survey design and utilized purposive sampling to select 119 teachers from both public and private institutions. Data were analyzed using statistical methods such as mean scores. The results revealed no significant variation in the level of job satisfaction between teachers working in different types of schools. However, several aspects of job satisfaction were found to affect teachers, including issues related to job security and safety, salary, social support, and opportunities for promotion.

Lone, A. (2019) [14], focused on job satisfaction among madrasa teachers in Shopian, Jammu & Kashmir, revealing no significant gender differences, although distinctions were noted with respect to specific job-related factors, differences in satisfaction were noted between male and female teachers.

Zohar, D. (2015) [15], suggest that individuals who can reach a heightened awareness of transcendence demonstrate spiritual intelligence. This intelligence enables people to effectively handle real-life challenges while embodying moral values such as humility, compassion, gratitude, and wisdom. Spiritual intelligence has also been defined as a mental capacity that helps individuals imagine possibilities beyond present reality and move beyond ordinary awareness through fundamental cognitive processes that hold both temporal and existential relevance. The hesitation to treat spirituality as a scientific construct often arises from unclear definitions or an emphasis on correlations rather than mechanisms. From the standpoint of neuroscience, however, studying brain functions and neuropathology offers a foundation for more systematic and rigorous exploration of such concepts.

3.Significane of the Study:

Teachers' motivation and job satisfaction are fundamental toward the sustainable development of educational organizations across the world. For faculty members in professional and self-financed colleges, life satisfaction and workplace happiness are considered essential, as higher levels of satisfaction positively influence their teaching

performance. Motivation and the fulfillment of basic needs also play a decisive role in the professional lives of teachers, since these factors often form the foundation of their commitment to work. In most cases, teachers seek to meet their personal and professional needs through their careers, and in doing so, they continuously strive for satisfaction in life. Scholars have highlighted life satisfaction as a sturdy interpreter of general happiness (Díaz-Serrano & Vieira, 2005), [16] as an important factor influencing employee commitment to their jobs (Gazioglu & Tansel, 2008) [17]. Research also suggests that positive emotions and happiness are the qualities most strongly associated with life satisfaction (Calsyn et al., 1991) [18]. UNESCO has also emphasized that spiritual development and the cultivation of essential human values are important for promoting teachers' intellectual well-being and total happiness. Supporting this, Yaghobi et al. (2007) [19]. found that spiritual intelligence significantly enhances teachers' sense of happiness. Similarly, Chopra (2002) [20] observed that spirituality and life satisfaction have a major impact on organizational functioning, reducing moral risks while improving outcomes in education, health, and total eminence of lifespan.

At present time, however, the teaching profession faces several challenges that affect teachers' life satisfaction. Studies reveal that many educators' report dissatisfaction with different aspects of their work. It is therefore important to identify the specific reasons behind such dissatisfaction and to examine how these factors influence teachers' professional and personal lives. Conducting such studies is essential in order to propose strategies for enhancing teachers' satisfaction, motivation, and overall well-being.

4. Statement of the Problem:

"A Study of Life Satisfaction among Teachers working under Self-Financed Colleges in relation to their Spiritual Intelligence and Job Satisfaction".

5.Objective of the Study:

1. A study of the Life Satisfaction between male and female teachers working under self- financed colleges.

2. To study of the Spiritual Intelligence between male and female teachers working under self- financed colleges.
3. A study of the job satisfaction between male and female teachers working under self- financed colleges.
4. A study comparing life satisfaction between male and female teachers working under self-financed colleges, with reference to their spiritual intelligence.
5. A study comparing life satisfaction between male and female teachers working under self-financed colleges, with reference to their job satisfaction.
6. A study on the relationship between life satisfaction and spiritual intelligence among male and female teachers working under self-financed colleges.
7. A study on the relationship between life satisfaction and job satisfaction among male and female teachers working under self-financed college.

6.Hypothesis of the Study:

- There is a significant difference in the life satisfaction between male and female teachers working under self-financed colleges.
- There is a significant difference in the spiritual intelligence between male and female teachers working under self-financed colleges.
- There is a significant difference in the job satisfaction between male and female teachers working under self-financed colleges.
- There is a difference in life satisfaction between male and female teachers working under self-financed colleges with reference to their spiritual intelligence.
- There is a difference in life satisfaction between male and female teachers working under self-financed colleges with reference to their job satisfaction.
- There is a significant relationship between life satisfaction and spiritual intelligence among male and female teachers working under self-financed colleges.
- There is a significant relationship between life satisfaction and job satisfaction among male and female teachers working under self-financed colleges.
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7.Definition of the term used in the Problem:

Life Satisfaction

Life satisfaction refers to an overall sense of contentment and harmony that arises when there is only a small gap between an individual's actual life circumstances and their personal expectations or standards. It represents the degree to which one's lived experiences align with one's aspirations and values. Unlike temporary emotions, life satisfaction reflects a more stable and enduring evaluation of one's entire life and involves maintaining a positive attitude toward it [21].

Spiritual Intelligence

Spiritual intelligence can be defined as the human capacity to access higher levels of consciousness and to apply spiritual values, principles, and resources in daily life. It enables individuals to use inner wisdom for problem-solving, ethical decision-making, and achieving a sense of meaning and purpose. Spiritual intelligence integrates various dimensions of human existence and guides individuals to live a purposeful, balanced, and fulfilling life [22].

Job Satisfaction

Job satisfaction denotes to the optimistic expressive retort of teachers toward their professional roles and responsibilities. It is shaped by the relationship between what an individual expects from their work and what they actually experience in return. Filak and Sheldon (2003) define job satisfaction as "the degree to which people feel positively or negatively about different aspects of their jobs." Thus, job satisfaction reflects the extent to which individuals identical (satisfaction) or abhorrence (dissatisfaction) of work, and it plays a crucial role in their overall motivation and performance [23].

8.Research Methodology:

Method:

The researcher will be used Descriptive and Survey Research Methods.

Population:

In the current study, the target population will include only teachers working under Self-Financed Colleges recognized by UGC (Graduate /Post Graduate Colleges), Situated in District Meerut and Ghaziabad. U.P., India.

Sample:

The sample for this study will be comprised of 400 teachers working under Self- Financed Colleges recognized by UGC (Graduate/Post Graduate College), Situated in District Meerut and Ghaziabad. U.P., India.

9.Reseach Tools:

The researcher will be used the following three for this study:

- Life Satisfaction Measurement Scale (LSM) developed by Promila Singh and George Joseph [24].
- Spiritual Intelligence Measurement Scale (SIM)developed by Roquiya Zainuddin and Anjum Ahmed [25].
- Teacher ‘s Job Satisfaction Scale (TJCS) developed by Yudhvirendra Mudgil, I.S. Muhur, and P. Bhatiya [26].

10.Statistical Analysis:

The researcher used statistical techniques such as t-test, ANOVA, correlation, mean, and standard deviation for analysis (Best & Kahn, 2006) [27].

- ❖ The researcher will be used ‘t - test, to check the significance of the difference between the score of Life Satisfaction of teachers’ gender (Male and Female) working under Self- Financed Colleges.
- ❖ The researcher will be used ANOVA test to check the significance of the difference between the scores of Life Satisfaction of teachers on the basis of their Spiritual Intelligence and Job Satisfaction working under Self-Financed Colleges.
- ❖ The researcher will be used Correlation to examine the relationship between Life Satisfaction, Spiritual Intelligence, and Job Satisfaction of teachers working under Self- Financed Colleges.
- ❖ The researcher will be calculated the Mean and Standard Deviation of scores of Life Satisfaction, Spiritual Intelligence, and Job Satisfaction of teachers working under Self- Financed Colleges to measure the variability of the data.

11.Delimitation of the Study:

1.The present study will be delimited to only working teachers under Self-Financed Colleges of District Meerut and Ghaziabad, U.P., India.

2.The present study will be delimited to only working teachers under Self- Financed teaching in UGC recognized Graduate and Post Graduate College.

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